

Project Title: From the Silk Road to the Green Generation: the Past, Present, and Future of the Global Economy

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Project Idea:

In order for students to predict their own futures and their role in the world, they should have a good understanding of the history of the global economy. Too many times, people look at present trends in globalization as something new, but in fact, commerce, cultural diffusion, and the quest for resources are ancient concepts.

Prediction of trends is relevant and open ended. By combining knowledge of their past and a strong tie to present events, students will use higher order thinking skills in preparing a presentation predicting future events in economics and the environment.

Entry Event: Investigating the Global Economy: Past, Present, and Future

You and your classmates like to drive vehicles and in some cases are eagerly awaiting the opportunity to do so. In recent years as you have begun to think about driving, finances have kept you and your family from driving as much as you'd like because of fluctuating gasoline prices. In your class discussions, you've found out that others in your class have missed vacations, field trips, concerts, and extracurricular activities, all because of gasoline prices. In fact, your teacher mentioned that it happened to him/her once before during an earlier oil embargo.

Recently, gas prices went down drastically and nobody in your group can explain why that type of energy has gone down in price, while many of the other energy products such as natural gas and electricity have continued to go up in price. All that you've heard is that global demand for oil is driving the gasoline prices and dictates whether you get to do what you want or not.

As you've now learned in your world history class, globalization isn't something that has happened overnight. You've been approached by your world history teacher to explain the history of globalization, fiscal policies, and how that knowledge can help predict the future. As experts in World History, you need to be able to explain how that knowledge can empower students to be successful in the 21st Century. You should also be able to explain to other students how present issues in economics, politics and American society are affected by globalization, including factors such as fuel costs.

You should utilize multiple texts in the classroom, Internet Search Engines, as well as interviewing faculty members, community members, college professors, or other experts in these areas. This thorough prediction of the future needs to explain how people should adjust to the future based on possible changes in the job market. It should also show how the future trends may or may not be so different from the past when talking about the global economy, energy, and the environment.

Be prepared to present your predictions to a panel of adult experts in a multimedia format. You have two weeks to prepare the presentation.

Power Standard: Students assess the evolution of fiscal policies and their effect on the job market and evaluate the changes in global economic interdependence at different periods of time and predict the future developments based on these assessments.

Content Standards & Objectives:

Objectives Directly Taught or Learned Through Discovery	Identified Learning Targets	Evidence of Success in Achieving Identified Learning Target
SS.O.9.3.1: examine and illustrate the trade patterns of regions of the world across time and explain their significance to the evolution of global economics.	Use information to interpret trade patterns.	Groups will examine maps, charts, tables of a variety of time periods in history. Individual Reflection Journal Entries (link) PBL Observation Evaluation (link) Knowledge Chart (KWHL Chart) (link)
	Explain what the global economy is.	Students will explain what the global economy is. Individual Reflection Journal Entries (link)

<p>SS.O.9.3.2: evaluate the role of exchange/trade systems in the development of economic systems in societies worldwide.</p> <p>SS.O.09.04.03: explain how the location of world resources influenced economic development and the global economy.</p>	Explain what trade pattern is.	<p>Knowledge Charts (KWHL Chart) (link)</p> <p>Culminating Product Rubric (link)</p> <p>Students will describe in writing or in illustrations trade patterns over time.</p> <p>Individual Reflection Journal Entries (link)</p> <p>Knowledge Charts (KWHL Chart) (link)</p> <p>Culminating Product Rubric (link)</p>
	Understand exchange and trade.	<p>Groups will brainstorm and explore various economic systems throughout world history.</p> <p>Individual Reflection Journal Entries (link)</p> <p>PBL Observation Evaluation (link)</p>
	Explain economic systems.	<p>Students will compare economic systems throughout world history.</p> <p>Individual Reflection Journal Entries (link)</p> <p>PBL Observation Evaluation (link)</p>
	Explain economic development.	<p>Groups will explore how some economies have been successful and why some haven't been.</p> <p>Knowledge Chart (KWHL Chart) (link)</p> <p>Culminating Product Rubric (link)</p> <p>PBL Observation Evaluation (link)</p>
	Explain the significance of resource location.	<p>Groups will brainstorm how resources have driven transportation and trade.</p> <p>Knowledge Chart (KWHL Chart) (link)</p> <p>Culminating Product Rubric (link)</p> <p>PBL Observation Evaluation (link)</p>
	Explain how resources influenced trade.	<p>Groups will predict how resources will influence trade in the future.</p> <p>Knowledge Chart (KWHL Chart) (link)</p> <p>Presentation guided by the Culminating Product Rubric (link)</p> <p>PBL Observation Evaluation (link)</p>

21st Century Skills:

21 st Century Skills	Learning Skills & Technology Tools	Teaching Strategies	Evidence of Success
Information and Communication	<p>21C.O.9-12.1.TT4: Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents and other files to collaborate for the creation of electronic products that inform multiple audiences both inside and outside the school environment.</p>	<p>Show examples of model products that have been produced using Movie Maker, PowerPoint, Webpage editors, or other multimedia programs.</p>	<p>Groups will build a presentation utilizing technology tools that will showcase their product to multiple audiences.</p> <p>Culminating Product Rubric (link)</p> <p>PBL Observation Evaluation (link)</p>
	<p>21C.O.9-12.2.TT4: Student uses technology tools and multiple media sources to analyze a real-world problem, design and implement a process to</p>	<p>Show students how to use concept mapping software using the KWHL Chart (link).</p>	<p>Groups will research and assess information gathered through technology tools.</p> <p>Culminating Product Rubric (link)</p> <p>Knowledge Chart (KWHL Chart)</p> <p>Cover Sheet Project Checklist (link)</p>

	assess the information, and chart and evaluate progress toward the solution.	Model for students the proper use of project checklists and the PBL Process.	PBL Observation Evaluation (link)
Thinking and Reasoning Skills	<p>21C.O.9-12.3.TT6 Student evaluates and applies technology tools for research, information analysis, problem solving, content learning, decision making, and lifelong learning.</p> <p>21C.O.9-12.2.LS1 Student engages in a critical thinking process that supports synthesis and conducts evaluation using complex criteria.</p>	<p>Work with students on Rules for Brainstorming (link) and discussing with them about the importance of gathering information.</p> <p>Go over with students the importance of developing rich questions with the coaching student questioning document as the teacher guide.</p> <p>Go over with students the PBL Process Guide (link), emphasizing the process is more important the product initially.</p>	<p>Groups will brainstorm the meaning of information gathered in utilizing critical thinking skills. Culminating Product Rubric (link) PBL Observation Evaluation (link)</p> <p>Students will practice questioning strategies that encourage exploration of content. Culminating Product Rubric (link) PBL Observation Evaluation (link) KWL Chart (link)</p> <p>Students will use the Problem-Based Learning Process to explore and evaluate solutions to a complex problem. Culminating Product Rubric (link) Cover Sheet Project Checklist (link) PBL Observation Evaluation (link)</p>
Personal and Workplace Skills	21C.O.9-12.3.LS5 Student exhibits positive leadership through interpersonal and problem-solving skills that contribute to achieving the goal. He/she helps others stay focused, distributes tasks and responsibilities effectively, and monitors group progress toward the goal without undermining the efforts of others.	Review the PBL Observation Checklist (link) as a tool for students to construct contracts based on what the teacher will be assessing during the group meetings.	Students will assign roles in their group and develop group contracts. Culminating Product Rubric (link) PBL Observation Evaluation (link)

Performance Objectives: What must all students know and be able to do as a result of this PBL experience?

Know:

Vocabulary of economic terms
 Benchmarks in history of the global economy
 Locations of world resources and their roles in the global economy
 Factors and motives for trade and extending economic influence
 Effects of various periods throughout history on globalization
 Current trends in globalization
 Role of energy in the global economy

Do:

Reflect on their role in the economy in the years to come through journals, checklists, and self-assessment
 Organize research both in small groups and individually
 Ask questions through inquiry that elicits thoughtful responses in their interviews
 Develop technology-rich projects that present solutions to problems
 Use collaborative problem-solving process to arrive at a group consensus

Use collaborative problem-solving process to arrive at an individual decision about future predictions
Use media literacy skills in predicting the future based on their knowledge of the past

Driving Question: How can our knowledge of the connections between trade/exchange, resources, energy, and the global economy in the past help us predict the future of the global economy in the 21st Century?

Assessment Plan:

Multiple assessment strategies are utilized in this PBL unit. A mixture of individual assessments holding individual students responsible for work produced and group presentation rubrics will determine both individual and group grades.

Individual Assessments include:

- Individual Reflection Journals ([link](#))
- Knowledge Charts (KWHL Charts) ([link](#))
- Cover Sheet Project Checklist ([link](#))
- Individual and Group Checklist to be given with Rubric ([link](#))
- Student Self-Assessment ([links](#))
- Student Artifacts in Folders/Portfolios

Group Assessments mainly involve assessing group performance with the following assessment:

- Culminating Product Rubric ([link](#))
- PBL Observation Evaluation ([link](#))
- Essential Questions and raising inquiry in students through questioning will occur throughout the unit
- Discussions

Major Group Products	<p>Team products for assessment may include the following:</p> <p>Movie Maker, I-Movies, Multi-product presentations Video tapes (commercial / creative drama / editorial / documentary) Computer presentations (Power Point / Astound / HyperCard / Web page) Team portfolios/scrapbooks – non-linear PowerPoint Oral presentations (debates / games / interviews / panel discussions / plays or skits / simulations / songs or raps)</p>
Major Individual Projects	<p>Individual products for assessment may include the following:</p> <p>Knowledge Charts (KWHL) Knowledge charts combine what the students already knew about a topic, with what they learned from an activity, with what they still need to know. Key questions would include:</p> <p style="padding-left: 40px;">What do I already Know? What do I Need to know in order to solve this? How will we plan to solve the problem? What did we Learn from the project?</p> <p>Research materials Sample of work found, cited, and archived (if used in group presentation) Cross section of points of view addressing bias (can also be in reflection journals)</p> <p>Reflection Journals to be completed each day and at the end of the project Includes:</p> <p style="padding-left: 40px;">Date of work Documented Accomplishments Update of challenges faced by the group/individuals Reflection of learning</p>

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration		Written Communication	
	Critical Thinking & Problem Solving		Content Knowledge (Culminating Product Rubric)	X
	Oral Communication		Presentation	X
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests		Practice presentations	
	Self-evaluation	X	Notes	
	Peer evaluation	X	Checklists/observations	X
	Online tests and exams		Concept maps	X
Reflections: (Check all that apply)	Survey	X	Focus Group	
	Discussion	X	Task Management Chart	X
	Journal Writing/ Learning Log	X	Other	

Map the Project:

This project is implemented at the end of preliminary instruction in world trade patterns, the defining of the “global economy”, and vocabulary instruction in economics. As a project-based learning unit, review all materials before doing this project. The PBL process (link) should be well understood by teachers and students. It is recommended that this be a PBL that is done late in the year that brings together many concepts that have been mastered throughout the world history course.

Since this has a technology-rich product component, it is recommended that student choice be considered when assigning the project. The variety of technology choices enhances student curiosity, attentiveness on presentation days, and 21st Century skill development. Providing students with many options, such as presenting using Movie Maker, PowerPoint, or Web Page editors adds to the total class skill set. The technology skills in concert with critical thinking skills, making decisions, collaboration, oral communication, and problem-solving strengthen student innovation and creativity.

The following product description is measured with a Culminating Product Rubric (link) that measures all of the skills mentioned.

Product: Multimedia Project Presentation

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1.Beginnings and Expansions of the Global Economy		X	X
2.Economic Vocabulary (trade, profit, etc.)		X	X
3.Problem-Solving Skills	X	X	X
4.Collaboration Skills	X	X	
5.PBL Process		X	
6.Technology / Internet Skills	X	X	X

Resources:

School-based Individuals: Social studies teachers, business teachers, and administrators for interviews and helping assess presentations.

Technology: Cooperative learning labs, computer labs, media centers, Inspiration software or other free concept mapping software, USB ready cameras for interviews, Windows Movie Maker for student produced movies, Microsoft® Office Suite software for documents, spreadsheets, Microsoft PowerPoint™ (non-linear possibly for scrapbooking), digital cameras, presentation projection/screen or interactive whiteboard. Internet resources such as student Wikis and Google Sites can be utilized. Researching the Internet is highly recommended.

Community: Students are encouraged to generate questions for the business community, including their insurance agents, banking institutions, and employers who may have some level of understanding of the global business community. College professors and other academic sources may be available in the area.

Materials: folders, project checklist for folder cover ([link](#)), scenario/driving question handout ([link](#)), project checklist handed out with rubric ([link](#)), project rubric ([link](#)), KWL Chart ([link](#)), student self-assessment handout ([link](#)), teacher PBL observation evaluation ([link](#)), PBL Process handout for scenario driven PBL units ([link](#)), brainstorming rules ([link](#)), coaching student questioning handout ([link](#)), and digital journal template ([link](#)).

Manage the Process:

Students will be given preliminary handouts in order to do the project:

- Folders for Journals and Artifacts
- PBL process sheets for students to follow during the project ([link](#))
- Project Checklist – To be taped or stapled to the front cover of the folder. ([link](#))
- KWL Charts – for brainstorming and gathering information. ([link](#))
- Individual and Group Checklists for Project to be handed out with Product Rubric ([link](#))
- Culminating Product Rubric ([link](#))
- Student Self-Assessment ([link](#))
- Brainstorming Rules handout ([link](#))
- Coaching Student Questioning handout ([link](#))
- Digital Double Sided Journal for PBL ([link](#))

Following preliminary handouts, the driving question will be displayed on appropriate formats (interactive white boards, chalkboards, and on a handout to be placed in the individual folders.

Mention to students that they should be able to discuss this answer thoroughly upon completion of the project. Students will be engaged through the scenario / entry document at the beginning of the unit.

Once these handouts and engagement documents are distributed, students are sent into groups to begin brainstorming and discussing the scenario using the following process. At any point in the process, students may (and are encouraged to) revisit any and all parts of this process given new data and other information.

The teacher facilitates this process but does not dictate completely where students go initially. The teacher reads journal entries whenever it is deemed fit and to assist students with resources as needed. Teacher feedback in journals, supplying new resources when needed and keeping students focused on the scenario and the student-generated problem-statement are all highly encouraged.

Project Based Learning mapping depends on student progress and follows a loose guideline of activities that has students visiting, revisiting, revising and the process daily. The teacher observes and then facilitates focus on the scenario and the driving question. In PBL, the process is far more important than the product in the long run.

Day One: Have all folders ready to be handed out with rubrics, scenarios, checklists, concept maps, and driving questions inserted. An option for students who've done PBLs before might be the option to help develop the rubric based on past experiences with projects previously done. The driving question and the scenario are completely understood by all, as well as rubric components by the end of the class period.

Another option for the entry event would be for a fellow teacher on their preparation period to come in and present the scenario to students, introducing you as an expert. Give the students a few minutes to come up with preliminary questions with the teacher answering them before turning back into a facilitator, at which point, students will have to research their own answers.

Students should reflect daily and document accomplishments and concerns with the project. Folders are to stay in the classroom for teachers to evaluate when needed.

Whenever students begin faculty and community interviews, coaching students how to frame appropriate questions can be facilitated by the Coaching Student Questioning handout ([link](#)). This activity should occur early in the research process.

Distribute the PBL Observation Evaluation tool ([link](#)) to students so that they can use it for a guide for developing group contracts. The group contract should reflect the criteria being used by the teacher in the assessment tool. Student can produce a broad range of contracts, but all of them should be reviewed by the teacher so that the contract reflects assessment criteria.

Following Introduction on Day Two: The following process is introduced as well as how to record activities on the KWL Chart. Students should be encouraged to revisit the scenario and driving questions whenever they run into a wall

in their thinking. Students are encouraged to use the computers in the classroom, the media center, the Internet, and school staff members during the day and relatives and community members in the evenings as additional resources.

Problem/Project-Based Learning Process in Managing Group Collaboration

1. Read and discuss the scenario.

The situation described in the scenario should be understood by all members of the class. After reading the scenario on the screen (if projected) and on the paper (if used as a handout), students will then break into small groups to begin to brainstorm using the KWL Chart. Once brainstorming begins, students should individually and in groups revisit the scenario when they feel as though they may be “off track”. The instructor should facilitate this revisiting of the scenario occasionally through observation and feedback in the journals.

2. Brainstorm known facts.

Students will list what they bring to the situation given materials presented in the scenario and any prior knowledge they may have concerning the task on the KWL concept map either in Inspiration® software or on a handout. All students bring something special to the group. During this process, students should be encouraged to list as many things as they know about the situation reserving criticism to the group at-large and accepting wild, seemingly irrelevant items. There will be a time when those items may make sense to the group.

3. Develop a problem statement.

After careful review of the scenario and the “knowns”, students should write a brief statement about what it is they are attempting to do. All groups will interpret this differently. Clues to helping to create this statement are in the last statement in the scenario and the mixture of “knowns”. As new information is found, this statement will change. Students should be encouraged to edit, revise, renew the problem statement as many times as is needed to come up with a solution.

4. Brainstorm what is needed to be known in order to solve the problem.

List what is needed to be known in questions form in order to solve the problem on the concept map. At this point each member should identify a role to play and gather information on the listed topics in order to move forward. Students should be encouraged to revisit the problem statement and the scenario in order to reaffirm that the process should move forward at this point.

5. Gather information and propose possible solutions.

Information gathering continues. Students should generate 5-10 properly constructed questions for research and begin seeking out expertise, meaningful internet searches that result in obtaining valid web resources, and should use the school library/media center in investigating the global economy issue. Interviewing social studies teachers, business teachers, parents, and other members of the community is encouraged. Students may find other sources of information that they can bring into their investigation.

6. Revisiting Solutions.

As time permits, the group may entertain revisiting their problem, view optional alternatives to the ones examined, or move toward reporting to the group.

7. Offer solutions through Presentations.

Report to the whole class and selected faculty an action plan that seems viable given all the options entertained by the group. Students should be encouraged to present in ways that show uniqueness, but are encouraged to refer to the teacher rubric. These presentations can be posted to the course Wiki as an option. Journaling to the course Wiki is encouraged as well. Wikis offer the opportunity for multiple classes to collaborate in the project.

Ideally, this PBL should lead to more PBLs that take learning even further. The teacher may see the opportunity (or more content) that can be built based on student presentations. If you use a Wiki, a multiple class collaborative presentation can be brainstormed and built as a result of the multiple presentations given at the end of this unit.

8. Student Journals (Electronic, Hard Copy, Wikis as options)

Individuals will complete an individual journal with artifacts of research and a self assessment of their work on the cover of a folder to be distributed to all team members. This is the major individual assessment of the project. The Cover Sheet Project Checklist (link) management chart will be distributed to all team members; and individuals will be accountable for recording their roles in the project, collect artifacts, and organize them in their individual folders.

Project Evaluation:

Students will complete a final reflective journal (link) entry that allows them to write about their experiences. Also, a student self assessment sheet (link) allows students to comment on their experience, document accomplishments and disappointments, as well assess their own performances based on project criteria.